

Utah CCGP – Closing the Gap Results Report (Small Group) 2007-2008

School: Clarke N. Johnsen Junior High

Target Group: (8th Grade Health Classes)

ABSTRACT

We presented in the eighth grade Health classes, the resources and processes to report and recognize fellow students who are at risk. After many years on a district crisis team, I recognized that many students who had suicidal ideations had expressed in various ways this distress to their peers. Rarely were these concerns directed to appropriate resources. Our intent was to facilitate reporting and assure the students that even though it may feel like a violation of confidentiality, it may be life-saving.

Students reported that 91% of them had experienced a peer at risk and only 43% had reported this to any adult. Our post-survey asked if at this time they would pledge to report immediately to our list of responsible resources, even anonymously, any of the indicators we presented if manifested in a peer. The response was 100% affirmative.

PROJECT DESCRIPTION

Introduction Recognizing that students reach out first to peers, or at least peers recognize that at-risk conditions exist for a friend or an acquaintance, we determined that it was critically important that students know what to do with such information.

- The Utah CCGP Student Outcome or Desired Result for Student Learning was that at the conclusion of our presentation, students would feel comfortable and confident in reporting any of the several indicators that we discussed and role played.
- Intended Student Behavior is that without exception, any risk factor recognized by each student would be immediately reported to a responsible resource.

Participants We made our presentation in all eight grade classrooms. This included approximately 305 students. This was done over both semesters to reach all eight graders who were in attendance.

- Our Target Group is all students who may observe peers experiencing at risk circumstances. If we continue to present in our Health classes, by the completion of their participation at Clarke Johnsen Junior High, nearly all students will have committed to be actively observant and relied on to report incidents of at-risk behaviors in their peers.

Method

Guidance Activity(ies) or Intervention(s) other than the class presentations included role playing at an assembly a variety of at-risk indicators (notes, frequent talk of death, indicative comments, drawings, change of behavior, etc.).

- Resources/Staff Development needed included office staff being sensitive to scheduling students to provide access to appropriate adults. Teachers in faculty meeting receiving the same message that was presented in the health classes. Training adults who may receive reports the process to assure confidence in reporting and sensitivity to all involved.
- Project Start and End Dates were from the middle of 2nd term to the end of 4th term.
- Evaluation Methods – We noticed an immediate ten-fold increase in the number of reports to Administrators, Counselors, Teachers, and Parents. We had to work very hard to give appropriate attention to all reports. Initially we were very busy with students we previously had had no history.

“Cutters”, students struggling with depression, notes expressing hopelessness, all increased drastically. Not because they had not existed before, but because we were unaware of their existence.

- Even though counselors were the key players and center of the “hub”, all adult staff were trained to follow a protocol that was fairly well mapped.
- Many manipulative were used to make the presentation fun and interactive. During one section a student volunteer is asked to touch two bare wires that are sending sparks flying. It appears certain that to touch them would shock you. Only 12V with low amps is present. The volunteer after touching the wires reports that he/she felt nothing. The discussion follows that we are asking you to do something that appears risky (reporting a peer). However, you will be safe.

RESULTS

We feel that it has been very beneficial for our student body to have this resource at Clarke Johnsen. Many interventions that I am sure would not have happened did happen.. It is impossible if not impracticable to attempt to determine the reports made due to our presentations. The communication with students experiencing at-risk behaviors has certainly increased. My estimation would be around 60 to 70 percent.

A measurable aspect of this is our pre and post surveys. The number pledging to report (100%) may not come to fruition. It is expected that it will improve our abilities to recognize and support our students who may need some intervention.

DISCUSSION

A question from a separate survey given at the close of this year asked our students if they felt they could seek help at school from a responsible adult. The response was 85% positive. The same survey last year was still positive, but much lower (74%). Our feeling is that through our classroom presentations we have fostered communication, awareness, and confidence in counselors.

It would without question be beneficial to repeatedly address this with our students. It fulfills a critical part of responsive services under our Comprehensive Guidance Program.

Dale Sheffer

Counselor

Clarke Johnsen Junior High

Tooele School District



Utah Comprehensive Counseling and Guidance

Guidance Activities Results Report (Large Group) 2007-2008

School: Tooele Junior High School

Target Group: All 8th grade students

Target Group selection is based upon: Improving student knowledge of CTE courses taught at the high school and long-term goal setting.

ABSTRACT

Students will set long-term educational goals and demonstrate knowledge of CTE classes at Tooele High School. By doing this, 8th grade students will be able to see the correlation between their long-term goals and participation in the CTE classes. This will be accomplished through various program and presentations. Each year student's knowledge will increase regarding the relationship between long-term goal setting and CTE classes.

PROJECT DESCRIPTION

Introduction

- CCGP program collaborates in the feeder system(s) to provide effective transitions and training to meet the needs of all students.
- Evidence of next-step planning activities for all students.

Participants

- 251
- All 8th grade students

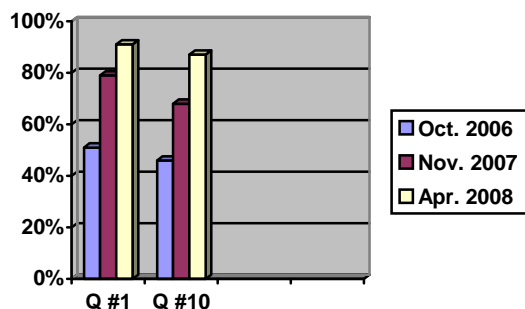
Method

- October 2006 – April 2008
- CTE class in the 7th grade, Reality Town in the 8th, SEOP conferences
- Pre test students 7th grade year. Two Post tests 8th grade year
- Karen Bitters
- Tour Tooele High School CTE classes 7th grade
- Reality Town Activities 8th grade
- Tooele High School CTE presentations 8th grade
- 9th grade registration by high school counselors
- Homeroom goal setting activities 7th and 8th grade
- Individual SEOP conferences – next step planning

RESULTS

Q1 – Have you made a long-term educational goal?

Q10 – Have you explored any of the CTE classes at THS?



DISCUSSION

The data tells us that each year there has been an improvement, which gives students a better knowledge of the CTE classes offered at Tooele High School. With this information students will be able to see the correlation between the classes and their long-term educational goals.



Utah Comprehensive Counseling and Guidance Closing the Gap Results Report (Small Group) 2007-2008

School: Tooele Junior High School

Target Group: 7th grade students who are struggling with grades 1st mid-term

Target Group selection is based upon: Improving student achievement.

ABSTRACT

Ten 7th grade students were chosen who had 5 or more failing grades at 1st term mid-term to participate in an academic success class 1 to 2 times per week. The purpose of this class was to help students obtain effective study skills, use their planner daily, and experience academic improvement. The expected results would show improvement each quarter based on GPA and planner usage. The actual results showed the students GPA decreased or stayed the same 2nd and 3rd quarters. Four quarter GPA improved.

PROJECT DESCRIPTION

Introduction

- School improvement plan of collaborating for student success.
- Programs and activities that address issues identified from the needs data collection.
- Improved academic success.

Participants

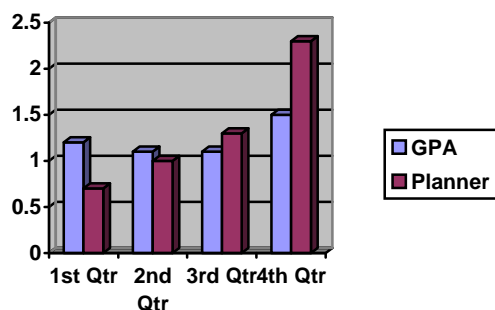
- 10 7th grade students
- Students who are not experiencing academic success at school.

Method

- Meet with students 1 to 2 times a week during homeroom and parent/teacher staffing.
- Faculty meetings and individual contact with teachers.
- October 2007 – May 2008
- Daily planners, progress reports, mid-terms, report cards
- Karen Bitters
- Student Workshop Study Skills, "Where there is a will there's an A".

RESULTS

GPA and planner represent the average of all students each term. The GPA grading scale was used for grading the planner.



DISCUSSION

The data tells us there is a direct correlation between students using their planner and their academic success. Each quarter students became more successful in using their planner consistently. Next time I would advertise the class to all students instead of hand picking students. By allowing students to sign up for the class voluntarily, they would be more motivated and experience greater academic success.